DOCUMENT RESUME

ED 264 184 SP 026 714

AUTHOR Miller, H. Bernard; Scribner, Jay D.
TITLE Comparing an Old and New Model of Teacher Training: Some Lessons We've Learned.
PUB DATE [83]
NOTE 7p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Graduate Study; Higher Education; Internship Programs; Mathematics Instruction; *Program Design; Science Instruction; Teacher Certification; *Teacher Education; *Teacher Education Programs
IDENTIFIERS *Temple University PA

ABSTRACT

Two Temple University post-baccalaureate programs, each designed to serve different populations are described. The Intern Teaching Program for College Graduates (ITPCG) is designed for liberal arts and science graduates who wish to become teachers. ITPCG started in 1954 with two major purposes: to draw capable arts and science graduates into teaching and to meet the then shortage of teachers. The second program, Temple University's add-on certification program in mathematics and general science, was developed at the request of the School District of Philadelphia. The add-on program seeks certified teachers who wish to add mathematics or general science to their teaching credentials and has as its purpose to move teachers from overstaffed to underserved teaching areas. Though each has a different target population and a separate mission, the older program has influenced a number of programmatic decisions of the newer one. Major similarities and some differences between the programs are described, and a brief outline is offered of meaningful lessons learned from developing the programs. These may be applicable to fifth year and internship teacher training programs. (JD)

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COMPARING AN OLD AND NEW MODEL OF TEACHER TRAINING: SOME LESSONS WE'VE LEARNED

by

H. Bernard Miller and Dean Jay D. Scribner
Temple University

U.S. DEPARTMENT OF EDUCATION
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Two Temple University post-baccalaureate programs, each designed to serve different populations, have received national attention and recognition. The Intern Teaching Program for College Graduates (ITPCG) is designed for liberal arts and science graduates who wish to beome teachers. The program is in its thirty-first year. Among honors received is Special Recognition by AACTE'S Distinguished Achievement Award Program. More recently it was cited as one of four exemplary models by Fred McDonald and Pat Elias in their nationwide project, Study of The Induction of Beginning Teachers conducted for the National Institute of Education by Educational Testing Service.

The second program, Temple University's add-on certification program in mathematics and general science was developed at the request of The School District of Philadelphia. The add-on program seeks certified teachers who wish to add mathematics or general science to their teaching credentials. The mathematics program is now in its fourth year while the general science program is completing its first year of operation. This program was cited by former Secretary of Education Bell as the Philadelphia Plan and more recently discussed in the 1984 Report by the General Accounting Office, "New Directions for Federal Program to Aid Mathematics and Science Teaching." A third citation appears in the September 1983 Report by the Council of Basic Education, Math and Science: Where Are The Teachers?[1]

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[1]Mary M. Conway, Math and Science: Where Are The Teachers? The Council of Basic Education, Washington, 1982, pp. 8-9.

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Some Commonalities

Strange as it may appear both ITPCG and the add-on program have much in common. ITPCG started in 1954 with two major purposes: to draw capable arts and science graduates into the field of teaching and to meet the then shortage of teachers. The add-on program "our new kid on the block", has as its purpose to move teachers from overstaffed to underserved teaching areas. Though each has a different target population and a separate mission the older program has influenced a number of programmatic decisions of the newer one. Major similarities are as follows:

Both programs are fully supported by tuition. The students accepted into each program provide their own means of financial support.

The programs are subject to the certification standards of the Pennsylvania Department of Education. Each program has undergone an initial review by state accrediting teams and is subject to periodic review.

There are a series of entrance requirements that have been established for each program. The add-on program requires the applicant to possess certification in an area other than mathematics or general science, to pass an achievement test in the desired teaching area, to have an interview with a faculty member and to complete the first course in the sequence with at least a B grade.

The ITPCG selection process is more elaborate. There is an attempt to assess candidates on three dimensions; academic, empathetic and connative. These become increasingly difficult to assess. The easiest part is the academic dimension. Since all applicants apply to the graduate school as masters degree candidates we use cumulative grade point averages, averages in the desired teaching area and scores on the Graduate Record Examination

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or the Miller Analogy test. The empathetic dimension and the connative dimension are more judgemental. Use is made of the application itself, a faculty interview, references and an open ended questionnaire.

As a rule students in both programs are more mature in age. Most people in the add-on program are in-service teachers. The median age of ITPCG population is over 30 years with the range in age from 22 to 55 years.

Each program takes a minimum of two and one/half years to complete. There are two reasons for this length of time. Most if not all members of each program are employed full time. The courses are sequenced to enable the students to absorb the subject matter and deal with what is learned.

Finally, there is a sequenced structure to the course work which is carried out over the period indicated. This serves as a means not only to recruit students into a stabilized program but to enable them to complete the program within the two and one half year time span.

Some Differences

A number of major differences in the two programs exists. These differences stem from the programs' mission and their conceptualization.

Above all the target population is very different. In the add-on program we have teachers in need of the content, the background and the methodology of a new teaching area. In IPTCG we have people with a strong background in content who are in need of a professional component to enable them to survive the trauma of beginning teaching and to develop into teachers of quality.

The add-on program has a single purpose attached to it . . . the extension of certification. ITPCG students are not only in a certification program, but one leading to a masters degree and to a major career change.

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The ITPCG program by virtue of an initial extensive summer experience, creates an esprit among students and with faculty that is not apparent in the add-on program. Further, the members of the ITPCG program share a common set of experiences that enhances this feeling. For example, they enter a graduate program together, live through and confront common problems of beginning teachers, seek employment as teachers and spend a good part of the summer together in a close professional environment.

An intern certificate is granted to those in ITPCG upon completion of the first course taken in the summer. Certification is extended at the end of the total program for those requiring the add-on program.

There appears to be a much higher retention rate in ITPCG than in the add-on program. Approximately eighty percent of those beginning with ITPCG complete the program. Within the add-on math program 46 of the original 83 remained in the first cycle after the first year. The retention rate for more recent cycles of students has improved.

ITPCG has withstood the test of time. In their selection of the ITPCG program as "exemplary" McDonald noted

> We selected programs that were stable, had evolved over time, were distinctive in one or more respects and were representative of a type of program.
>
> The major characteristic required of all identified prototypes was a demonstrated history of viability. We picked programs to visit that had been in existence for a number of years and had thus demonstrated a certain viability. They obviously had been accepted by institutions and communities in which they functioned. They had presumably survived various kinds of crises, and they may have adapted over time to challenges and crises in a way that would be interesting to study and informative for those who would need to know about such problems.[2]

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[2]Frederick J. McDonald, The Study of Induction Programs for Beginning Teachers. Vol. I, Educational Testing Service, Princeton, 1980, p. 30.

Some Lessons We're Learning

Clearly the ITPCG program has changed in format, course content, methodology and emphasis. For example when the program started micro-teaching was unknown. More recently a required course in the use of micro-computers in the classroom has been added. Yet experiences with ITPCG and development of the newer add-on programs have taught us a number of meaningful lessons which have applicability to fifth year and internship teacher-training models.

1. A screening procedure based on a combination of the applicant's aptitudes, achievements, and motivations is helpful.

2. An initial course or orientation period where a student is observed in action is useful in the acceptance process.

3. The necessity for the student to finance his/her own program is not without merit. The financial investment a student makes personally does help to shape the way a student values what has been undertaken.

4. Courses in the program should be carefully constructed to assure not only students beginning but having a clear route toward completion of the program.

5. The program should be more than a collection of courses. Such components as having a specific group of faculty responsible for the program, developing a comraderie among students increases the level of commitment on the part of the student and the institution.

6. The program should not be based primarily on providing a quick solution to a sudden need. For a program to have integrity it should have the capability of being viable notwithstanding sudden changes in the market-place.

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However tempting, time does not permit an elaboration of each of the points made here. Yet these notions have helped us maintain and build a continuing teacher training program for the post-baccalaureate student.

It is exciting. The stimulation comes from three sources. 1) We are continuing to learn about the training of teachers within the setting in which we operate. 2) Despite being in the midst of a highly competitive metropolitan area with a large number of colleges and universities engaged in teacher training we attract a sizeable group to our post-baccalaureate programs. (Bill Cosby says it in a TV commercial used in different context. "They could have gone anywhere, but they chose Temple.") 3) More important we take pride in using alternate means to develop teachers of quality from alternate sources for our secondary schools.

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